DOCUMENT RESUME

ED 264 941 PS 015 493

AUTHOR Gilmore, Jacquelynne
TITLE Improving the Attendance of Primary Children by Involving Parents in Their Education.
PUB DATE 85
NOTE 96p.; Ed.D. Practicum, Nova University. Some pages may not reproduce well.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Attendance; *Elementary School Students; Grade 1; Intervention; *Parent Participation; Parent School Relationship; Parent Workshops; Primary Education; *Student Improvement

ABSTRACT

A review of classroom teachers' records of student attendance covering a 2-year period revealed that 18 students in the first grade at Dangerfield Primary School in Fremont, Illinois, frequently did not attend school. Further investigation showed that the parents of the frequently absent children had very little or no contact with the school. The overall goal of this practicum was to develop and increase parental involvement in the education of the primary school child and thereby improve the attendance patterns of the targeted 18 primary students. Strategies implemented in the intervention consisted of providing incentives that attracted both parents and students to school and included personal contact by telephone, home visits, newsletters, and workshops. The need for parents to be involved in the education of their children was constantly reinforced. Absenteeism among the 18 students was reduced by 80 percent. Fourteen of the 18 parents of the targeted students became more involved than previously in the classroom program. Related materials are appended, including forms, survey instruments, parent meeting agenda, and homework activities for parents and children. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PRACTICUM REPORT

ED264941

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Center for the
Advancement of Education
Ed.D. Program

IMPROVING THE ATTENDANCE OF PRIMARY CHILDREN BY INVOLVING PARENTS IN THEIR EDUCATION

PS 015493

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Jacquelynne Gilmore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

3301 College Avenue
Fort Lauderdale, Florida 33314
305/475-7300

NOVA UNIVERSITY

FEB 1 4 1985

IMPROVING THE ATTENDANCE OF PRIMARY CHILDREN BY INVOLVING PARENTS IN THEIR EDUCATION

by
Jacquelynne Gilmore
Cluster XIV

A Practicum Report Presented to the Ed.D. Program
in Early Childhood
in Partial Fulfillment of the Requirement
for the Degree of Doctor of Education

PS 015493

Observer - Mary Perrin
8723 Monticello
Skokie, Illinois 60076

Nova University
1985

-Eric-

SEP 10 1985

PRACTICUM APPROVAL SHEET

FEB 13 1985

This practicum took place as described.

Verifier: Mary E. Flores
Name
Administrator
Title
8283 Montevilla
Address Houston, TX. 60076

January 23, 1985
Date

This practicum report was submitted by (Name of Student) under the direction of the reviewer listed below. It was submitted to the Ed.D. Program in Early Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education in Early Childhood at Nova University.

Approved:

[illegible] 1985
Date of Final Approval of Report

[illegible]
(Type Name and Degree, Reviewer)

BEST COPY AVAILABLE

TABLE OF CONTENTS

Page

TABLE OF CONTENTS iii

LIST OF TABLES v

LIST OF FIGURES vi

ABSTRACT vii

Chapter

I INTRODUCTION

The Community 1
The Work Setting and the Writer 2

II STUDY OF THE PROBLEM

Description of the Problem 4
Evidence of the Problem 4
Problem Statement 6
Analysis of the Problem 7
Related Literature 8

III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Statement of General Goals 16
Terminal Performance Objectives 16
Description of Evaluation Instruments 17
Mechanism for Recording Unexpected Events 19

IV SOLUTION STRATEGY

Possible Alternative Solutions 20
Solutions Selected 22
Report of Action Taken 24
Calendar Plan 36

V RESULTS, CONCLUSIONS AND RECOMMENDATIONS

Analysis of Results 38
Conclusions 46
Recommendations 47
Dissemination 47

REFERENCES 49

REFERENCE NOTES 51

BIBLIOGRAPHY 52

APPENDICES 53

Appendix A: Map of Fremont School Districts.....54
Appendix B: Attendance Referral Form.....56
Appendix C: Parent Involvement Continuum.....58
Appendix D: Daily Attendance Record.....60
Appendix E: Parent Conference Activity Form.....62
Appendix F: Parent Volunteer Form.....64
Appendix G: Workshop Evaluation Form.....66
Appendix H: Parent Survey.....68
Appendix I: Children's Attitudinal Instrument.....70
Appendix J: Parent-Teacher Contract.....72
Appendix K: Parent Meeting Flyer.....74
Appendix L: Parent Meeting Agenda.....76
Appendix M: One Way - Two Way Communication.....78
Appendix N: October Parent Newsletter and Calender.....82
Appendix O: Parent Meeting Agenda.....85
Appendix P: Dimensions of Cooperation Activity.....87
Appendix Q: Parent Meeting Agenda.....91
Appendix R: Homework Activities, Part I.....93
Appendix S: Parent Meeting Agenda.....96
Appendix T: Homework Activities, Part II.....98
Appendix U: November Parent Newsletter and Calender.....102
Appendix V: Parent Meeting Agenda.....105
Appendix W: Parent Meeting Agenda.....107

LIST OF TABLES

Table		Page
1	Prepracticum Absentee Chart	6
2	Postpracticum Absentee Chart	39
3	Comparison of Prepracticum and Postpracticum Figures	40
4	Summary of Volunteer Hours	42

LIST OF FIGURES

Figure Page

1 Parent Workshop Attendance Figures and Values 43

ABSTRACT

IMPROVING THE ATTENDANCE OF PRIMARY CHILDREN BY INVOLVING PARENTS IN THEIR EDUCATION

Gilmore, Jacquelynne, 1984 Introductory Practicum Report

Cluster XIV Chicago, Nova University

Ed.D. Early Childhood Program

Descriptors: Attendance, Absences, Educational Administration, Educational Objectives, Teacher Education, Foreign Countries, Federal Legislation, Preschool Education

This practicum was developed to address and remediate the problem of poor attendance for primary level students. An additional objective was to increase the involvement of their parents in the classroom program. This project was needed because of the high percentage of student absences and the lack of parental involvement in school activities. In addition, the poor attendance of the students had been identified as one of the causes of their poor performance in basic skill subjects in school.

The strategies used for solutions consisted of providing incentives that attracted both parents and students to school, personal contact by telephone, home visits, newsletters, and workshops. The need for the parents to be involved in the education of their children was constantly reinforced.

The results of the practicum experience were successful. Student attendance records reflected the projected expectations for improvement. Parental participation in the workshops and classroom activities increased beyond expectations.

CHAPTER I

INTRODUCTION

The Community

The Fremont Public Schools, District 249, is one of the largest school districts in the Midwest. A total of 596 schools, consisting of 496 elementary schools, 69 high schools, and 33 special schools, serve a student population of approximately 435,843. The racial configuration of this population is 60 percent Black, 16 percent White, 20 percent Hispanic, and 3 percent American Indian and Asian.

To effectively administer such a large school district, the system has been divided into 20 subdistricts, each of which is headed by a district superintendent who reports to the executive staff members who are located in a central office. The central office is the hub of all operations for the school system.

This project was implemented in the Dangerfield Primary School, which is a part of subdistrict 20 of the Fremont Public Schools and is located in the Murray Housing Project on the far southeast side of Fremont. (See Appendix A). The Dangerfield Middle School and Upper Grade Center are across the street in adjacent buildings; the high school is a few blocks away on the east side of the housing project.

The Murray Community is a large, sprawling public housing project whose residents are isolated from all business, cultural and social stimuli and whose children make up the total Dangerfield school population. The Murray Housing Project is a federally designated poverty area with a population of 4,000 low-income black families who have

unusually limited educational achievement. Seventy-five percent of the residents are "single parent" families. Fifteen percent are two parent households, and the remaining ten percent are foster parents and grandparents.

Industrial sites bound the community on the north and south. A major expressway is east of the area, and, for two miles to the west, the land is wooded and underdeveloped. Public transportation is irregular, often unavailable after certain hours, and restricts easy access to the resources available in other communitues.

The Writer and the Work Setting

The writer is currently assigned as a coordinator, Bureau of Early Childhood Programs of the Fremont Public Schools. It is the responsibility of the writer to supervise three citywide early childhood programs, specifically, Chapter 1 and Chapter 2 All-Day Kindergarten programs and the Child-Parent Center Adaption Expansion (CPCX) Program. The CPCX program is an extension of all of the components of the regular child-parent center program into the primary grades. Under the direction of an administrator, the coordinator is responsible for the completion of the following:

- supervising 25 curriculum-parent-resource teachers
- providing technical assistance to schools in the development of new instructional programs
- assisting in the development of budgets
- receiving, recording, and processing requisitions for instructional materials and supplies

- preparing information sheets to assist the schools in ordering materials and supplies
- preparing staffing formulas for schools
- providing staff development workshops for staff in all programs
- providing resource persons for workshops in the schools
- monitoring instructional programs through on-site visits to ensure that they are operating according to proposal guidelines
- acting as a resource person to the parent component of the programs
- assisting the administrator in the completion of any other identified tasks.

CHAPTER II

Study of the Problem

Description of the Problem

In 1982, the administration of the Dangerfield Primary School initiated a special policy for entering kindergarten children who had no preschool experience. The primary goal of the policy was to provide educational experience. The primary goal of the policy was to provide educational experiences for those children with the same teacher from kindergarten through the second grade. An examination of the children's kindergarten and first grade attendance showed that 18 of the students in that class had difficulty mastering the skills necessary to be successful in their primary school experience. It was also determined that those children had irregular attendance habits. The spotty attendance patterns of the children caused many classroom problems that the teacher was unable to address. The efforts made by the teacher to improve attendance failed.

Evidence of the Problem

The monthly summary records of the total school population revealed an average monthly attendance of 73 percent, which is far below the expected goal of 90 percent attendance for the Fremont school system.

A review of the teacher's attendance records over a two-year period revealed that those 18 first grade children had an attendance problem. They had been identified as having had erratic attendance

patterns since entering school. Upon further investigation, it was discovered that the parents of the children have had very little or no contact with the school.

The teacher had kept a log of telephone calls and written communications to parents which revealed that attempts to overcome the attendance problem elicited very little response from the home.

The teacher's recordbook confirmed poor pupil performance on the majority of skills taught in kindergarten and first grade. Records of homework assignments completed indicated a 15 percent return. Documentation of assignments completed in school reflected the erratic attendance of the children. The physical education teacher's and the librarian's records substantiated the attendance problem. Because of poor performance and attendance, the students had been assigned to a pre-2 classroom, which is designated for those pupils who have been retained in the first grade.

Table I, Pre-Practicum Absentee Chart, 1984, which is on the following page, depicts the target students' absentee record for a three-month period.

Table I
Pre-Practicum Absentee Chart, 1984*
20 School Days Per Month

Student Nos.	Number of School Days Absent April	May	June	Total Number of Days Absent April through June
1. 00A	8	12	10	30
2. 00B	9	8	13	30
3. 00C	12	11	13	36
4. 00D	7	10	13	30
5. 00E	9	11	9	29
6. 00F	9	8	8	25
7. 00G	8	12	7	27
8. 00H	6	11	13	30
9. 00I	10	10	10	30
10. 00J	8	10	9	27
11. 00K	7	12	12	31
12. 00L	6	7	8	21
13. 00M	12	6	8	26
14. 00N	10	8	11	29
15. 000	11	10	7	28
16. 00P	8	6	10	24
17. 00Q	12	8	9	29
18. 00R	11	9	9	29

*Ford, S., 1983.

Problem Statement

The overall problems are poor attendance patterns of the targeted students and lack of involvement by the parents in the education of their children.

Analysis of Possible Causes of the Problem

The lack of parental involvement in the education of the children by the parents was thought to be one of the major causes of the erratic attendance patterns of the targeted children. This factor was documented in the teacher's communication folder.

A second significant factor was the indifference exhibited by the children when they did attend school. Poor performance on mastering basic skills caused the teacher to refer the children for psychological testing. Some were discipline problems, and others refused to do tasks. A special request was made of the teacher to submit referrals to the truant officer with a copy to the school-community representative and the writer when the child had two unexcused absences. (See Appendix B).

A third factor contributing to the attendance problem was the teacher's attitude. After several interviews with the teacher, conducted by the curriculum-parent-resource teacher and the writer, it became obvious that the teacher's expectations for both the parents and students were very low.

The problem of attendance was compounded by the negative attitude and insecure feelings the parents exhibited when asked to communicate with the school. Low parental self-esteem became evident when discussion centered around helping the children at home. The need to promote good relations between the home and school was highlighted by the insecure reactions parents displayed.

It was revealed in the school records that all of the children were products of single parent homes. The average age of the mother is 23 years. All of the parents are on welfare. In 75 percent of the cases, the father was listed as unknown.

Relationship of the Problem to the Literature

The research provides evidence that, when a student is absent from school, the needed time engaged in learning suffers and achievement is not as high as when attendance patterns are good. Caldwell, Huitt, & Graeber (1982) found in their research that the amount of time spent in learning is an important factor in determining a student's achievement. The measurement of time they examined ranged from the number of days in a school year to the number of minutes students actually spend working successfully on specific tasks. Their findings indicate that increased systematic attention to increasing time-on-task produces significant results.

Research was further confirmed by Anderson (1980) in her report which emphasizes the careful scheduling of activities to reach stated goals. The research showed that both time-on-task and allocated time are related to student achievement. The emphasis on learning time proves to be a key to improving student success. Time spent on learning was found by Karweit (1984) to be an important factor in determining student achievement. The findings also confirm that absenteeism, length of school year and day, as well as quality of instruction are important variables impacting on the success of the student. Added to these fac-

tors are the important dimensions of the teacher and the managerial skills used. All of these variables are interrelated when discussing student achievement; no one factor can be isolated.

Other research has emphasized the relationship of teacher behavior, pupil attendance and pupil achievement. When the teacher's attitude is negative, it impacts unfavorably on the children. Consequently, when children are unsuccessful in school, they become frustrated and unhappy with the school situation. Some educators refer to this turn off as the "push out" process. The low expectations and negative behavior of the teacher become the child's reality in performance and attitude.

Wyne & Stuck (1982) found a strong correlation between teacher attitude, teacher behavior and student learning. Their research indicates that opportunity to learn and student performance are increased where teachers have high expectations, plan well, and modify their teaching so that each student can be successful. Teachers with well-defined goals and strong management skills, writes McFaul (1983), are able to increase learning opportunities. The research confirmed the importance of teacher-child relationships, self-confidence and attendance. McFaul found the student to be an integral part of the process. When teacher-child relationships, peer influences, and parent-child relationships are positive, the child will achieve.

The relationship between classroom instructional processes and the average number of student absences in first and third grades was explored by Needles & Stallings (1975). Their research findings indicate that children were absent less in classrooms where there was a high degree of child independence, child questioning, adult responses, individualized instruction, and active parent participation.

Further research reveals that absenteeism has become a perplexing problem over the years to many educators. Nationwide, educators are engrossed in devising methods and incentives to encourage children to come to school regularly and to stay in school. Better teacher training, parent education and involvement, and incentives for both parents and students are in the forefront for solving the problem.

Fernandez & Cardenas (1976) found that more and more schools across the country have responded to decreasing attendance by providing incentives for the students and instituting policies to control absenteeism. In Las Cruces, New Mexico, the problem reached such proportions that the school staff developed a plan that placed the responsibility for attendance on the students and parents. The plan developed allowed students 10 days sick leave each semester. Upon exceeding the allowable absences, grades and credits could be forfeited. As an incentive, students who were absent from classes fewer than four times during the semester could be excused from final examinations.

An attendance improvement plan formulated by the Ganado School district was studied by Foster (1981). The plan decreased the primary school's absentee rate by 37 percent when initiated. It also dramatically increased Friday's attendance. The primary school staff targeted "high risk," chronic nonattenders and interviewed those students and their parents to determine their perceptions of the relative importance of attending school. The students and parents were also asked to help establish goals and methods that would lead to increased attendance. A committee of students, staff, and parents was formed that developed, instituted and monitored an incentive program that recognized an individual and/or a class for outstanding attendance. Rewards included free books for individual perfect attendance in a grading quarter and movies and/or parties for the class with the best monthly attendance. Data revealed that the processes used were effective for increasing attendance.

Bauer (1976) in his research found that nonillness absences could be reduced in elementary schools through intervention. The system developed in Los Angeles consisted of four phases. In Phase One, the parent was notified by telephone on the third consecutive day of absence. On the fifth day, Phase Two, a letter was sent to the parent. In Phase Three, a letter, requesting a parent conference, was sent on the tenth day of absence. The final phase involved a home visit after 15 days of continuous absence. Because the first phase of the intervention system was so successful in the elementary schools, the other phases, in many cases, were obviated.

An intervention system designed to reduce absences was developed by Jett & Platt (1979). Basically, the program stressed the importance of teaching parents and students the importance of good school attendance habits in the early years. In Pylesville, Maryland, the school system focused on activities that were designed to provide school personnel and parents with timely and accurate information concerning individual and school-wide attendance patterns. Because favorable attitudes were developed in the pupils, parents and teachers during the one-year period, school attendance was improved.

While doing research in Pakistan, Shah & Eastmond (1977) found that primary students had poor attendance in schools because of parental attitudes, illiteracy, and lack of interest and expense. They introduced an intervention system that coordinated school, home and other village resources. Improvements in the areas of female education, participatory planning, village attitudes and environments, teacher personnel, and adult education were contributing factors in making the intervention successful.

Oden (1978) found that involving parents and community resources in a low socioeconomic area in Miami, Florida resulted in improvement in attendance. The program included the following incentives: frisbees, yo-yos, t-shirts, hamburger sandwiches, chicken dinners, and record albums for the students. All incentives and awards were provided by merchants in the school attendance area. The school-wide percentage of attendance increased four percentage points initially. Parents were kept informed by periodic progress reports.

A parent education program using financial incentives as a method of initiating and maintaining the mother's involvement was investigated by Boger (1974). The Parents Are Teachers Too program was offered for 12 weekly sessions at six day-care centers in different Michigan cities. Incentive One paid a $5 stipend to each mother for each meeting attended. Incentive Two provided babysitting and transportation for each meeting attended. Incentive Three provided no incentive other than the program itself. There was significantly more attendance in incentive conditions one and two.

Moles (1982) and Cummings & Maddux (1983) in their research found inservice training to be an important tool used to reduce barriers between teacher and parent. Inservice training, which explored differences, opened communication, and developed cooperation between home and school, impacted positively on the student's success in their findings.

Recognition of the parent as a resourceful partner in the educational process does not come easy, according to Seeley (1982). Too often, educators feel that the family is ill-equipped to deal with learning. Once training has been provided for both teachers and parents, a partnership can be established. If this link is forged, both parties can work toward a common goal. In other research, Allen (1981) found that one of the most important elements in arranging an optimal learning environment for young children is helping parents become partners in their children's learning. Using a variety of activities such as telephone contact, parent conferences, parent participation activities, newsletters, and formal and informal

observations of the children in class proved to be productive in building bridges and promoting student achievement.

Collins (1981) developed tips for effective parent-teacher relationships. The basic points are establishing trust, developing effective communication skills, and establishing mutual respect and awareness of feelings. Parent training in all materials used with the children is a necessary component.

A parent involvement continuum was developed by Cervone & O'Leary (1982) that uses activities designed to meet the needs of both active and passive parents. (See Appendix C). Many of the activities are incentives developed to ensure success. An important component of the continuum is the teacher's role as that role relates to a readiness to use parents as active partners.

The research on absenteeism in the primary grades is sketchy compared to that done for junior and senior high schools. However, the incentives used to increase attendance can be applied to all levels. At the primary level, the writer feels that the parent is the key to successfully increasing student attendance. The research and educational literature overwhelmingly indicate that parental involvement with the child's education is a positive influence on school success.

In summary, throughout the literature, researchers have indicated that public schools can, by working with parents, meet educational standards impossible to reach without parental cooperation. The literature clearly states that these ingredients are needed to achieve the following goals: positive teacher, student and parental attitudes, open lines of communication between home and school, high teacher and parent expec-

tations, parent and teacher partnerships, and the right incentives. The results will be reduced absenteeism, higher achievement scores, improved student behavior, and mutually restored confidence in the home and school.

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Statement of General Goals/Expectations

The overall goal was to develop and increase parental involvement in the education of the primary child and thereby improve the attendance patterns of the targeted 18 primary students.

Terminal Performance Objectives

Objective I

As a result of participating in this program, the teacher has assessed the 18 targeted students as individually demonstrating an 80 percent reduction of absences from school.

Objective II

As a result of participating in this program, 14 of the 18 parents of the targeted students demonstrated an increased involvement in the classroom program.

1. During the final stage of implementation (November 1984), records of parent volunteer participation indicated an increase of 14 persons when compared to total nonparticipation prior to the practicum efforts.
2. Prior to the final stage of implementation (November 1984), parent workshop attendance records documented an increase of 14 persons when compared to total nonattendance at workshops prior to the practicum efforts.

3. During the month of December 1984, parents responded in a positive manner to a survey assessing parental attitudes toward the primary-2 classroom and the overall school program.

Description of the Evaluation Instruments

The evaluation instruments used were as follows:

1. Daily Attendance Records. Records kept by the classroom teacher are mandated by the State Law. They provided the easiest method to document student absences on a daily basis. All attendance problems were identified from those records. Patterns of long-term and short-term abscences, were documented by the daily attendance records. The attendance information was compiled at the end of each school month on a monthly summary report. The results of those records were utilized for compiling data for the prepracticum and post-practicum attendance charts. (See Appendix D).
2. Parent Conference Records. These records were utilized to document parent attendance at school conferences. The records confirmed any telephone, written, and person-to-person communications. They also indicated the persons participating in the conferences. (See Appendix E).

3. Record of School Volunteer Participation. This form provided a description of volunteer services and the number of hours served. It also provided brief background data on the participant. The parent also was able to select the volunteer activity that was felt to be the most comfortable to perform. (See Appendix F).
4. Parent Meeting Evaluation Form. This form provided an evaluation of each meeting the parent attended. Feedback from the parents after each session was instrumental in determining if the sessions were worthwhile. (See Appendix G).
5. Parent Survey. This survey was distributed during and after the implementation of the practicum. It was invaluable in assessing any changes in the negative attitudes of the parents. (See Appendix H).
6. Children's Attitudinal Instrument. This instrument was administered during the implementation phase to determine how the children felt about school. The children were asked to place an X on the face that told how they felt about school. This type of instrument was used because it was the easiest method for eliciting a response from children who are in the primary grade level. (See Appendix I).

Mechanism for Recording Unexpected Events

The writer expected to achieve positive results in finding solutions to the problems presented in Chapter II. If the unexpected happened and an objective was not successfully achieved, the writer would have recorded the circumstances in a log and made any necessary adjustments. The curriculum-parent-resource teacher, classroom teacher, and the school-community representative also agreed to document any unexpected outcomes that occurred during the practicum implementation period.

CHAPTER IV

Solution Strategy

Possible Alternative Solutions

After reviewing the literature concerning the reduction of absenteeism and the involvement of parents in the education of their children, the writer discovered a number of possible solutions.

Parent involvement in effective schools was studied by Edmonds (1979). He concluded that parent initiated involvement resulted in educational change in many schools. Those parents who actively involved themselves in the school's programs were enthusiastic and formed good relationships with school staff. This solution is not a good one in an area where parents are hesitant about interacting with the school.

Financial incentives, as proposed by Boger (1974), were successful in promoting parent attendance at meetings. The added incentives of babysitting services and free transportation eliminated excuses parents had used to stay at home. This solution is not feasible, because public school funds are too sparse to pay parents to attend meetings. A lack of staff and Board of Education rules prevent offering babysitting services and transportation.

Student incentives, suggested in the literature, are an excellent vehicle for improving attendance. Movies, parties, inexpensive items, and other well-planned rewards for individual and classroom attendance can be managed with little or no difficulty.

Parent meetings, cookouts, parties, trips, and potluck dinners suggested by Ornstein (1983) can be productive in getting parents involved. Workshops designed to meet the needs of the parents have been helpful in encouraging active parent participation.

Make-and-take workshops were found by Vukelick (1978) to be invaluable in developing parental enthusiasm. Those workshops help the parents develop basic skills for working with their children. She reminds us that parents are teachers, too. They can be trained to reinforce skills the teacher wants the children to master. Rich, Mattox & VanDiem (1979) found parents to be delighted to make "Home Learning Recipes" for working with their children.

One solution offered by Seifert & Beck (1984) focused on the principal's role. They maintained that the principal must vigorously pursue students with less than desirable attendance. The reduction of special programs, office interruptions, teacher duties, and constant communication with parents are the crux of the solution. This solution is not practical because the principal does not have the time nor staff to vigorously pursue any one endeavor.

Another solution using parent-teacher contract agreements was found by Heath (1984). Once both parties had voluntarily signed the contract, extra effort was made to keep the agreement. Student attendance and achievement improved where this tool was used. Walberg (1984) found home-school partnerships produced the greatest learning effects. Personal calls and home visits are tools used to initiate personal contact. They can pave the way for further interaction.

A plan to enhance parent-teacher communication and cooperation provided a solution to noninvolvement of parents at the Marvin Pitman School. The plan was investigated by Flowers & Mabry (1980), and they found that coordination of effort among the Parent Teacher Association, principal and faculty had effectively enhanced parent-teacher relationships. Parenting sessions were presented which covered the following topics: the role of the auxiliary staff, descriptions of services available to parents and students, and suggestions of ways parents could help the students. This solution resulted in more parental visits to the schools and better communication and parent involvement.

Solutions Selected

The solutions selected were strategies that were supported by the principal, classroom teacher, curriculum-parent-resource teacher, school-community representative, truant officer, and other auxiliary staff. Without their help, the program could not have been implemented. The group met twice voluntarily to discuss the problem and to suggest solutions. The intervention program was restricted to the targeted students who had demonstrated erratic attendance patterns and to their parents who had not been involved in any school activities that concerned their children.

1. Telephone calls and personal home visits were made by the writer, school-community representative, and the curriculum-parent-resource teacher. Personal contacts tend to be more beneficial than notes or newsletters.

2. The parents and classroom teacher met several times monthly and participated in workshops and special programs that included--

   a. Human relations workshops in communication and cooperation conducted by the writer who is a trained facilitator.

b. Make-and-take workshops, which focused on activities designed to reinforce skills learned in the classroom, were conducted by the curriculum-parent-resource teacher in conjunction with the classroom teacher.

c. Resource personnel, such as the social worker, school nurse, and guidance counselor, shared materials and information that provided strategies to help make the parenting role more effective.

d. Parent conferences, if needed, were held during the sessions.

3. The writer, curriculum-parent-resource teacher, and the school-community representative contacted parents not in attendance by making follow-up telephone calls and some visits after each session.

4. Newsletters were sent home periodically to keep parents informed of student progress and new skills being taught by the teacher. A "Need More Help" corner in the newsletter indicated skills parents needed to work on at home. A "Want Ad" section indicated any volunteer services needed by the classroom teacher.

5. Volunteers were organized and scheduled by the teacher and the curriculum-parent-resource (CPCX) teacher. The CPCX teacher provided all necessary training for designated jobs.

6. Incentives were planned that encouraged the children to attend school.

7. Parents were asked to sign a parent-teacher contract. (See Appendix J).

8. There was strict enforcement of the Fremont Public Schools attendance policy by the staff. Particular attention was paid to the mandated dental and medical examinations needed for each child. The school nurse implemented any necessary follow-up. The social worker dealt with any food and clothing concerns. Any needed contact with public agencies was linked to the parent by the appropriate school personnel.

The solutions selected were those which researchers in the literature found to produce the most significant results. The writer felt that a combination of strategies was needed to resolve the problem at Dangerfield School.

The writer worked closely with the classroom teacher and aide in developing human relations skills. The principal arranged for the teacher and aide to participate in all activities. The problems could not be resolved unless all parties involved were able to interact together. Once communication barriers were reduced, implementation of the practicum proceeded smoothly.

Report of Action Taken

September 1984

While reviewing the literature, the author found confirmation from several researchers that incentives provided the best results in attracting parents to the school setting (Boger, 1974; Foster, 1981; Oden, 1978). As a result of that confirmation, the author contacted several book publishers who sold textbooks and/or supplies to the Dangerfield Primary. Without any hesitation, those publishers agreed to provide prizes that could be used as incentives to attract both parents and students to the school. The writer was given puzzles, mathematics games, books, digital clock pens, canvas shopping bags, balloons, candy, and an assortment of other games and manipulatives. Some of the prizes were awarded to the first eight parents who attended each meeting and were on time. Other prizes were awarded to the children who had good daily attendance each week; a large prize and banner were awarded at the end of the month to the classroom that had 90 percent attendance. The principal

gave that classroom ice cream and a special movie for good monthly attendance as suggested by Boloz (1982). In addition, small prizes were given to those students whose parents attended a meeting.

The writer made arrangements with the principal to inservice the classroom teacher and aide, both of whom agreed to participate in five, one-hour per day sessions before the parent workshops began. Those sessions were a crucial part of the process because of the teacher's voiced insecurity about dealing with the parents. The aide was more receptive to working with the parents, because she knew most of the parents personally and is a resident of the community. The teacher, however, had revealed, during prior conversation, a lack of faith in the parents' abilities to help the children. She also indicated to the principal that the parents could or would not be able to help in the classroom because they were not sufficiently educated. It was clear to the writer that the practicum could not be successful unless the teacher and aide felt less threatened.

The first inservice session dealt with the role of the teacher and aide during the implementation phase. It had been agreed by staff that both staff members were vital to the process and should participate fully. The principal had made arrangements for auxiliary staff to cover the class on inservice and workshop days. The meetings were tentatively arranged so that the children would be participating in physical education, library science, or remedial laboratories, funded by Chapter 1 of the Education Consolidation and Improvement Act, whenever possible so

that learning was interrupted for a minimum amount of time. The team agreed to meet briefly after each workshop to evaluate the session and to convene if anyone felt it necessary to have additional input into the process. The writer viewed the first session as an icebreaker, where an overview of the practicum could be discussed. This was also the time to encourage the teacher and aide to speak freely, with no fear of repercussions. A certain amount of trust had to be established before dealing with the issues that might have been hidden.

The second session was spent discussing the kinds of activities or tasks which the parents could perform. The group discussed the pros and cons of each task and found several the teacher and aide would be comfortable sharing. It was agreed that the parents would be trained for any tutoring by the CPCX teacher, and the classroom teacher and/or aide would be responsible for any other tasks. At this session, the writer felt the participants were relaxing and becoming more involved.

During the third session which began as an extension of the previous session, the teacher shared her concerns and insecurities. The writer was happy that the teacher felt comfortable enough to openly express her feelings. The writer and the aide listened carefully and were able to reassure her about most of her concerns. She was reassured that the writer and other staff would be available when she needed help. This was also reinforced by the principal and the CPCX teacher at another meeting. The teacher's concerns dealt with issues such as: spying, gossiping, and taking over by some parents. Once all areas had

been covered where the parents could help, the teacher agreed there would not be time for the parents to do any of the actions enumerated by the teacher. She also realized that, with careful planning, she would be in control of the situation.

At the fourth session, both the teacher and aide participated freely and began to voice enthusiasm about getting started. Plans were begun for the make-and-take workshops that the teacher volunteered to conduct. The writer felt this session was very productive and began to feel the project would work. The aide volunteered to help any parent, who wanted to do volunteer classroom work, to become familiar with all materials.

The last session was spent reflecting on the previous sessions: the mechanics of the forthcoming parent workshops and the goals for the parents and children. The teacher and aide talked about how the sessions had helped them to view parents differently and were looking forward to the workshops. They were very complimentary to the writer.

The writer felt that the interest and support of the project by the principal and other staff caused the teacher to assess her own attitude and behavior. As a result, she wanted to change her behavior and attitude and become a more effective teacher.

The writer, curriculum-parent-resource teacher (CPCX), and the school-community representative (SCR) each telephoned six parents of the targeted students. The telephone call was the initial parent contact to make appointments for the home visits. It was agreed that the focus of

the telephone call and home visit would be the importance of the parent's participation in the child's education. It was extremely important that nothing negative be communicated to the parent. The parents were told about the project and the reason for it. It was pointed out that the child's attendance in school is reflected in the work done in the classroom. The parents were asked to cooperate with the teacher by reinforcing those skills taught in school at home. Some parents agreed to attend the first meeting; others agreed to attend when they could. Comments made by the parents included surprise, excuses about other things they had to do, and accusations that were negative about the teacher and the school not doing their job. The children took flyers home to remind the parents about the meeting. (See Appendix K).

The first parent meeting was a "get-acquainted" session that focused on parents becoming better acquainted with staff and each other. (See Appendix L). The principal welcomed the group and voiced her expectations for an excellent series of workshops that would bring the home and school closer together. She also indicated her concern about the amount of time the children had been out of school. She concluded her remarks by extending an invitation to the parents to take advantage of her "open door" policy and the resources of the school. The CPCX teacher introduced the staff and the parents. The classroom teacher openly admitted her apprehensions about the practicum prior to the inservice sessions she and the aide had received. She talked about the difference in her attitude and her eagerness to work with them. She

commended the writer on her efforts and closed by asking for their cooperation in sending the children to school and helping in the classroom. The truant officer briefly explained the attendance rules and his role in the school.

The CPCX coordinator conducted the one-way, two-way communication activities. (See Appendix M). The parents and the CPCX team participated. The interaction from the group afterwards provided insights into how communication is hindered and distorted both at home and in school. The parents discussed how they had turned off the school and their children. The activity provided a tool for all who participated to look at their own behavior and to make some decisions on how to improve. Responses from the parents indicated they were looking at the teacher differently and their cooperation would improve in the coming school year.

The writer and CPCX teacher made home visits to the parents who did not attend, told those parents about the meeting, and encouraged them to attend the next meeting.

October 1984

The target students took newsletters to their homes to remind the parents about the schedule of meetings for October and other activities. (See Appendix N). The newsletters were reinforced by follow-up telephone calls, made by members of the team.

The second workshop emphasized the benefits of cooperation between home and school. (See Appendix O). The CPCX teacher welcomed the parents; the classroom teacher discussed the pre-2 objectives for the current school year and explained how the parents could help at home and in school. She also showed them a copy of the pictures that depicted how the children felt about school. She was happy to report that, according to the picture marked, all but two of the children liked school.

The writer conducted the activity, Dimensions of Cooperation. (See Appendix P). The group was very enthusiastic during the activity. They tried very hard to complete the squares but neither group succeeded. The discussion that followed was extremely lively. The participants readily related the activity to school, the classroom, and the family at home. This was an excellent session. Some parents expressed surprise that the activities in which they had engaged were so realistic. Others told how they had been made to think about their relationships with the school and the community. Most agreed they had to change their way of thinking and doing things. Several expressed the desire for more activities of this nature at a later date.

The writer explained how so-called "games" had been proven by research to reveal the way most people deal with real life. She reassured the parents that the activities used were merely tools to help them look at how necessary they are to helping the school better serve their children. The CPCX teacher explained the parent survey to the group and asked them to complete it the way they thought about school

before attending the workshops. Home visits were made to parents who were not in attendance, and they completed the survey.

The third workshop emphasized "Homework Activities for Parents, Part I." (See Appendix Q). Ditto sheets containing these activities were explained and given to the parents. The exercises were designed to reinforce the development of word attack and number skills, as well as such general skills as hand-eye coordination and classifying. While the materials and directions for making the homework activities were discussed, the parents showed great enthusiasm. (See Appendix R).

The parent session was opened with welcoming remarks by the principal. The value and purpose for providing parent workshops were reinforced by the curriculum-parent-resource teacher as she reminded the group that children who are actively involved in the learning process understand and learn more. Hands-on activities provide for better retention by the learner.

The remainder of the session was devoted to the distribution of the materials needed to construct teaching aids for the two teaching activities. Detailed instructions were provided as the staff members and parents worked together in constructing the activities. The parents used these activities at home with the children to reinforce what had been taught in the classroom. The workshop was ended with a question-and-answer period.

For the first time since the practicum implementation, parents of all targeted students were in attendance. They revealed that the

children had been pressuring them to attend so they could win prizes. Those who were new expressed pleasant surprise at the structure of the meetings and planned to participate whenever they could.

The fourth workshop centered on "Homework Activities for Parents, Part II." (See Appendix S). Positive feedback expressed by the teacher and students served as encouragement to the staff that this effort was producing worthwhile results. This session completed the construction of Homework Activities for Parents. (See Appendix T). An opportunity was provided for the parents to react to the impact of their working with the children at home and to allow them to assess the utilization of the teaching materials. The writer and staff were gratified to discover that once again all of the targeted students were represented. Four parents and the CPCX teacher remained after the meeting to make costumes for the Halloween parade. The Halloween parade was successful, and the parents who participated won prizes.

It was discovered that parents who attended the meeting voluntarily called or visited other parents and told them about the meetings.

The use of the monthly newsletter and calendar activities also proved to be successful as reminders. The parents responded positively to the newsletters; some put the calendar of activities on bulletin boards or on the refrigerator in their homes. Consistent ongoing communication with the target students' parents greatly enhanced parental cooperation with the school and the classroom. A newsletter was sent to the parents reminding them of the November activities. (See Appendix U).

November 1984

The fifth inservice meeting for the parents emphasized the resources available to the families from the school. The resource professionals were the guidance counselor, school nurse, and the district social worker. The main thrust of the meeting was "Resources for Parents." (See Appendix V). The guidance counselor discussed education programs for adults, financial aid, how to complete applications, and the Iowa Tests of Basic Skills for children. The social worker focused on resources and community services that were available to the parents. The school nurse discussed preventive health care and general medical care. A lively discussion followed during the question-and-answer period. Many of the parents expressed surprise at the number of resources available to them.

Only three parents were not in attendance. Two parents sent word that they had unavoidable emergencies that kept them from the meeting; another sent a note indicating she had to attend a funeral. The writer called those parents to relay the information from the meeting.

The final parent meeting was a "wrap-up" session. (See Appendix W). Reactions to the practicum experience were expressed by staff and parents. The principal welcomed the group and made positive remarks about the parents increased activities in the school. She thanked the staff and parents for cooperating with the writer. She felt the experience was worth repeating throughout the school and informed the parents she would be seeking their input in the near future; the parents agreed to help.

The teacher reported that all of the parents had participated in the report card pick-up. She had also held private conferences with five parents. For the first time, the class had received a banner for 90 percent attendance in October. All but three parents had volunteered to help in the classroom at least once. Most of the children were improving in their school work, and all had been bringing in homework since the first make-and-take workshop. It had been discovered by the nurse that two children needed glasses. They would be receiving them soon. She felt this would make a difference in their work. The teacher then explained the parent-teacher contract. All agreed to sign at the end of the meeting. She closed by thanking everyone and stating she felt closer to the children and the parents.

The other members of the CPCX team shared their feelings about the experience. The writer also shared her feelings about the experience and thanked the group. She told them she would share all results during the month of December.

The parents expressed concerns about continuing to meet as a group. They asked the principal to start a General Education Development (GED) and literacy program. She agreed to make the necessary contacts. Several parents committed themselves to helping in the classroom and throughout the school. Others commented on feeling closer to their children and the school; some felt the group had become very close. They all agreed that they had had a worthwhile learning experience. Many said they were pleasantly surprised that they were not subjected to lectures.

The writer reminded them that they would be asked to complete the parent survey. Arrangements would be made to complete the survey at the next meeting with the principal.

The principal asked for input for future planning. This received a negative reaction because they wanted to sign the contracts, complete the evaluations, and eat the luncheon the writer had ordered for them. The contracts and evaluations were completed quickly by the parents. Before the meeting was adjourned, the writer reminded the parents that their child's success in school was related to the parent's involvement in the child's education and the child's daily attendance in school.

ORIGINAL CALENDAR PLAN

The following is the plan for developing, implementing, and evaluating the practicum project.

April - June

Schedule two meetings with the following staff members, hereafter called "team," the principal, classroom teacher, curriculum, parent-resource teacher, school-community representative, truant officer, and writer, to discuss problems

Continue review of literature

Submit practicum problem questionnaire to reviewer

Seek approval of practicum problem questionnaire

July - August

Submit outline to reviewer

Seek approval of outline

Continue review of literature

Develop evaluation instruments

Meet with team to discuss plans

Prepare proposal

September

Submit proposal

Seek approval of proposal

Seek permission to implement

Meet with team to discuss final plans

Provide inservice for classroom teacher and aide

Schedule initial, personal contact with parents

Send flyers home by students

Schedule first workshop on communication

Schedule evaluation meeting of workshop with team

September (continued)

Schedule evaluation meeting with team

October

Send first newsletter

Plan meeting with teacher and aide about make-and-take workshop

Meet with team concerning evaluation

Schedule second make-and-take worksbop

Meet with team concerning evaluation

Schedule planning meeting for Halloween parade

Schedule parent-child masquerade parade

November

Send newsletter

Schedule planning meeting with auxiliary staff and team

Schedule resource workshop for parents

Schedule evaluation meeting

Schedule final workshop concerning feedback on "where we go from here"

Send parent survey

This is the end of the implementation period.

December

Collect and compile all data

January

Write practicum report

Complete report and mail to reviewer

CHAPTER V

RESULTS, CONCLUSIONS, AND RECOMMENDATIONS

RESULTS

As stated in Chapter III, this practicum was designed to improve the attendance patterns of a targeted group of 18 pre-2 students by involving their parents in the education of their children. Following are the results of the practicum by each stated objective.

OBJECTIVE I

As a result of participating in this program, the teacher assessed the 18 targeted students as individually demonstrating an 80 percent reduction of absences from school which fulfilled the first objective. The reduction of absences from school was assessed by a comparative analysis of prepracticum and postpracticum absentee figures. Prepracticum figures are presented in Table I on page 6. A chart of the pre-2 students absentee records for the practicum implementation period is shown in Table II, page 39. These figures reflect the postpracticum results taken during the first three months of the 1984-85 school year. The prepracticum and postpracticum figures are listed in Table III on page 40. The daily attendance records and monthly attendance summaries provided the documentation for all absentee figures.

As the writer expected, the use of incentives to attract the students to school also caused the students to pressure their parents to attend the parent meetings. During the practicum period, the special referral procedure was unnecessary because the parents became aware of the necessity of contacting the school when their child was absent. (See Appendix B).

TABLE II

POSTPRACTICUM ABSENTEE CHART, 1984*
20 School Days Per Month

Student Nos.	Number of School Days Absent Sept.	Oct.	Nov.	Total No. of Days Absent
1. OOA	5	2	1	8
2. OOB	5	3	0	8
3. OOC	3	4	0	7
4. OOD	1	3	1	6
5. OOE	4	1	0	5
6. OOF	3	1	0	4
7. OOG	4	0	1	5
8. OOH	5	2	1	8
9. OOI	3	3	0	6
10. OOJ	2	1	1	4
11. OOK	4	0	2	6
12. OOL	2	0	0	2
13. OOM	3	1	0	4
14. OON	3	1	1	5
15. OOO	2	0	0	2
16. OOP	4	0	1	5
17. OOQ	3	0	0	3
18. OOR	2	0	0	2

*Ford, S., 1983.

There are 20 school days in each school month. These are the absentee figures for each of the target students during the first three months in the 1984-85 school year.

TABLE III

A COMPARISON OF THE PREPRACTICUM AND POSTPRACTICUM ABSENTEE FIGURES

This table documents the total prepracticum and postpracticum absentee figures as well as the 80 percent improvement column.

Student Nos.	Prepracticum (3 months 1984)	Postpracticum (3 months 1984)	80% or more Reduction in Absences
1. 00A	30	8	80%
2. 00B	30	8	80%
3. 00C	36	7	80%
4. 00D	30	6	80%
5. 00E	29	5	83%
6. 00F	25	4	84%
7. 00G	27	5	81%
8. 00H	30	8	80%
9. 00I	30	6	80%
10. 00J	27	4	85%
11. 00K	31	6	81%
12. 00L	21	2	90%
13. 00M	26	4	85%
14. 00N	29	5	83%
15. 000	28	2	93%
16. 00P	24	5	88%
17. 00Q	29	3	90%
18. 00R	29	2	96%

The number of absences for those students on the postpracticum chart revealed that 100 percent of them individually displayed at least 80 percent improvement in reduced absences. Objective I was accomplished.

OBJECTIVE II

As a result of participating in this program, 14 of the 18 parents of the targeted students demonstrated an increased involvement in the classroom program.

Process Objective #1

During the final stage of implementation (November 1984), records of parent volunteer participation indicated an increase of 14 persons when compared to total nonparticipation prior to the practicum effort. Process Objective #1 was achieved.

Table IV on page 45 reflects data taken from the volunteer records that were completed by each parent who participated. (See Appendix F). The teacher aide recorded the hours daily and summarized the hours at the end of each month.

Process Objective #2

Prior to the final stage of implementation (November 1984), parent workshop attendance records documented an increase of 14 persons when compared to toal nonattendance at workshops prior to the practicum effort. Process Objective #2 was achieved.

TABLE IV

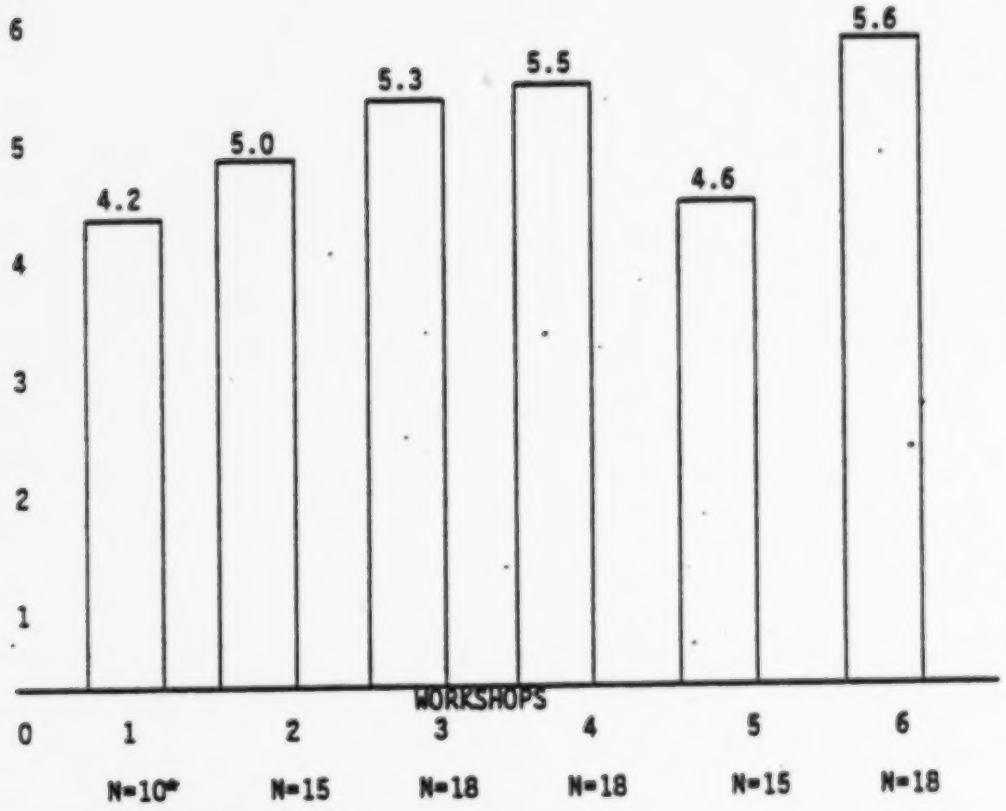
SUMMARY OF VOLUNTEER HOURS LOGGED FOR EACH PARENT DURING THE PRACTICUM PERIOD

Parent Nos.	Number of Hours Monthly			Total
	September	October	November	
1. OOAP	0	0	0	0
2. OOBP	0	4	8	12
3. OOCP	0	0	0	0
4. OODP	2	6	6	14
5. OOEP	0	7	5	12
6. OOFP	0	2	4	6
7. OOGP	0	4	2	6
8. OOHP	0	0	4	4
9. OOIP	0	12	10	22
10. OOJP	0	12	10	22
11. OOKP	1	4	5	10
12. OOLP	0	5	9	14
13. OOMP	0	4	8	12
14. OONP	0	6	5	11
15. OOOP	0	2	2	4
16. OOPP	0	5	9	14
17. OOQP	0	3	6	9
18. OORP	0	0	0	0

The preceding figures revealed that 15 parents actively participated in classroom activities. This was a substantial increase in parent participation when compared to prepracticum figures that indicated no parent participation.

Figure 1 reflects the number of parents attending each of six workshops as well as the average value of each workshop to the parents who attended. The overall value of all the workshops was 4.9.

Figure 1



*Number of people in attendance.

The numbers revealed in Figure 1 indicate that the lowest number of parents attending a workshop was 10. A total of between 15 and 18 parents attended the succeeding workshops. The figures were taken from

the evaluation forms collected at the end of each meeting. A substantial number of parents attended the sessions because of the constant personal contact made by the writer and CPCX team during the practicum period. The parents also received added pressure from their peers and their children.

The majority of parents ignored the comments section of the evaluation form. Those who wrote comments indicated that they had learned something and that they liked the sessions. The writer noted that the workshops that actively involved the parents were rated higher than the initial workshop and workshop five, both of which were more informational. One conclusion the writer drew from the results was that parents are more responsive to participatory workshops than lecture-type workshops.

Parent Survey Results

The parent survey, given to the parents at the beginning of the practicum and again four weeks after the practicum, revealed there were some attitudinal changes made by the parents. (See Appendix H).

It had been anticipated that a meeting would be held by the principal of Dangerfield school to complete the survey. The writer had to contact each parent and visit the homes to conclude the survey, because the Fremont Public Schools were involved in a work stoppage. Table V, page 45, reflects the percentage of parents who had changes in attitude toward many of the items.

During the prepracticum period, most of the parents made no contact with the school and indicated negative feelings. The postpracticum survey results reflected definite changes in the attitudes and behavior of the parents. Only one item reflected no change.

TABLE V

PREPRACTICUM AND POSTPRACTICUM PARENT SURVEY RESULTS

Questions	Prepracticum Yes	Prepracticum No	Postpracticum Yes	Postpracticum No	Percent of Change
1. Does your child like school?	17	1	17	1	0%
2. Do you visit your child's teacher?	1	17	15	3	78%
3. Do you feel the school is meeting your child's educational needs?	5	13	16	2	61%
4. Do you notify the school immediately if your child must be absent from school?	0	18	18	0	100%
5. Do you require a time during the afternoon or evening for your child to do homework?	2	16	18	0	100%
6. Do you volunteer in your child's classroom or any where else in the school?	0	18	15	3	83%
7. Do you attend the parent meetings/workshops?	0	18	18	0	100%
8. Do you communicate well with your child's teacher and/or other school personnel?	1	17	14	4	72%
9. Do you believe that it is important for the school personnel and parents to work together in the educational process?	2	16	16	2	78%
10. Do you find the school newsletters keep you in touch with school activities?	13	5	18	0	28%

The sparse comments made by the parents on the presurvey form reflected a dislike for the school and the teacher. Postsurvey form comments reflected a positive attitude towards the teacher. The practicum was successful in changing some negative feelings and behaviors.

Conclusions

A summary of the results of the practicum indicates all objectives have been sucessfully accomplished. By involving the parents in the education of their children, the number of absences of the targeted children were substantially reduced and thereby improved their attendance patterns.

The personal contacts made proved to be a motivating factor in encouraging the parents to become more involved in the classroom program and the workshop sessions. The workshops, which were assessed by the parents as being successful experiences, provided skills for the parents that significantly contributed to the educational process of their children as well as their own intellectual, emotional and social growth. This was reflected in the positive attitudes exhibited by the parents who volunteered their time to assist in classroom activities and participate in the sessions. The parents expressed praise to the writer at the end of the practicum period.

In order to continue the involvement of the parents in the future, the classroom teacher and the curriculum-parent-resource teacher will plan more parental activities that will be designed to meet their needs.

Recommendations

1. A positive attitude exhibited by the classroom teacher is essential to the success of a project of this type.
2. Personal contacts made in the home help to reduce the misgivings of the parents toward school and to convince them that they are an integral part of their children's education.
3. Inservice workshops, which are participatory rather than lecture-type, are necessary in maintaining the interest of the parents.
4. The use of incentives as tools to attract both parents and students are excellent motivators.
5. Successful implementation requires the cooperation and commitment of all school staff involved in the process.
6. The writer would suggest to others in preparing a parent survey that questions be designed with more space for comments after each item.
7. A pre- and post-children's attitudinal instrument should be designed to ascertain if there are changes in the children's attitude when their parents are involved in their education.
8. This project can be replicated as a total school project and/or several classrooms in a school, or in individual classes when the problem exists.

Dissemination

A copy of the practicum report will be given to the principal of Dangerfield for her information and for her use in maintaining aspects of the program that were found to be useful.

Copies of the report will be distributed to 25 curriculum-parent-resource teachers who are assigned to various Fremont public schools and to other school officials and district personnel.

REFERENCES

Anderson, L. Learning Time and Education Effectiveness. NASSP Curriculum Report, December 1980, 10 (2), 1-12.

Caldwell, J., Huitt, W. & Graeber, A. Time Spent in Learning: Implications from Research. The Elementary School Journal, May 1982, 83 (2), 472-479.

Cervone, B.T. & O'Leary, K. A Conceptual Framework for Parent Involvement.Educational Leadership, 1982, 40 (2), 48-49.

Collins, C. Parents and Teachers Working in Tandem. Early Years, December 1981.

Cummings, R. & Maddux, C. How to Get Parents Involved in Your Program. Academic Therapy, 1983, 1, 227-233.

Edmonds, R. Effective Schools for the Urban Poor. Educational Leadership, October 1979, 37 (3), 15-21.

Fernandez, E. & Cardenas, M. Absenteeism: Is There a Solution. NASSP Bulletin, November 1976, 60, 87-91.

Flowers, N. & Kemp, M. The Marvin School Program for Parenting with a Purpose. Education, Fall 1980, 101 (1), 27-28.

Heath, J. When Parents Sign Contracts, Schools and Students Come Out on Top. The American School Board Journal, January 1984, 171 (1), 36-37.

Jett, D.C. & Platt, M. Pupil Attendance: Bottom Line. NASSP Bulletin, April 1979, 63, 32-38.

Karivert, N. Time-on-Task Reconsidered: Synthesis of Research on Time and Learning. Educational Leadership, 1984, 41 (8), 32-35.

McFaul, S. An Examination of Direct Instruction. Educational Leadership, 1983, 40, 67-70.

Moles, O. Synthesis of Recent Research on Parent's Participation in Children's Education. Educational Leadership, 1982, 40, 40-47.

Ornstein, A. Redefining Parent and Community Involvement. Journal of Research and Development in Education, 1983, 16 (4).

Rich, D., Mattox, B. & VanDiem, J. Building on Family Strengths: The Nondeficit Involvement Model Teaming Home and School. Educational Leadership, April 1979, 36 (7).

Scriven, G. Teachers Working with Parents in Schools. The Education Digest, 1976, 7 (6), 54-56.

Seeley, D. Education Through Partnership. Educational Leadership, 1982, 40, 42-43.

Seifert, E. & Beck, J. Time-on-Task Observations: How Principals Can Improve Instruction. NASSP Bulletin April 1984, 68 (471), 29-33.

Vukelich, C. Parents Are Teachers. The Reading Teacher, May 1978, 31, 524-27.

Walberg, H.J. Families as Partners in Educational Productivity. Phi Delta Kappan, February 1984, 65 (6), 397-400.

Wyne, M. & Stuck, G.B. Time and Learning: Implications for the Classroom Teacher. The Elementary School Journal, September 1982, 83 (1), 67-75.

REFERENCE NOTES

Allen, E.K. The Parent Teacher Partnership in Programs for Young Children (Research Paper), Kansas, 1981.

Bauer, R. The Development of an Early Intervention System for the Reduction of Unexcused Absences in Elementary and Secondary Schools. Practicum, Nova University, 1976.

Boger, R. Maternal Involvement in Day Care: A Comparison of Incentives. Final Report (Research Report), Michigan State University, May 1974.

Ford, Samuel. Developing and Increasing Parental Involvement in the School Program to Improve and Maintain Attendance Patterns of Primary Students. Practicum, Nova University, 1983.

Foster, Carl et al. Increasing Reservation Attendance: Ganado's Approach, (Project Description), Arizona, March 1981.

Needles, M. & Stallings, J. Classroom Processes Related to Absence Rates. Paper presented at the annual meeting of the American Educational Research Association, Washington, D.C., March 31-April 3, 1975.

Niedermeyer, F. Parent-Assisted Learning. Research Project, Department of Health, Education and Welfare, September 1969.

Oden, W. A Plan for Improving Student Attendance at Brownsville Junior High School. Project Description. Miami, Florida. 1978.

Shah, S. & Eastmond, J. Primary Education in the Rural Villages of Pakistan 1976-77. (Research Project) Pakistan, 1977.

BIBLIOGRAPHY

Becker, H. & Epstein, J. Parent Involvement: A Survey of Teacher Practices. The Elementary School Journal, November 1982, 83 (2).

Bernstein, M. Schools and Volunteers. Childhood Education. November/December 1982, 59 (2), 100-101.

Brown, E. K. Does Quality of Education Equal Time Spent in Teaching? The Urban Review, 1981, 13 (1).

Crescuolo, N. Parent Involvement in Reading Surface or Meaningful? Childhood Education, January/February 1984, 60 (3).

Perrone, V. Parents as Partners. The Urban Review, November 1971, 5 (2).

Scheer, J. K. & Henninger, M. An Ideal Setting for Parental Involvement. Arithmetic Teacher, October 1982, 30 (2).

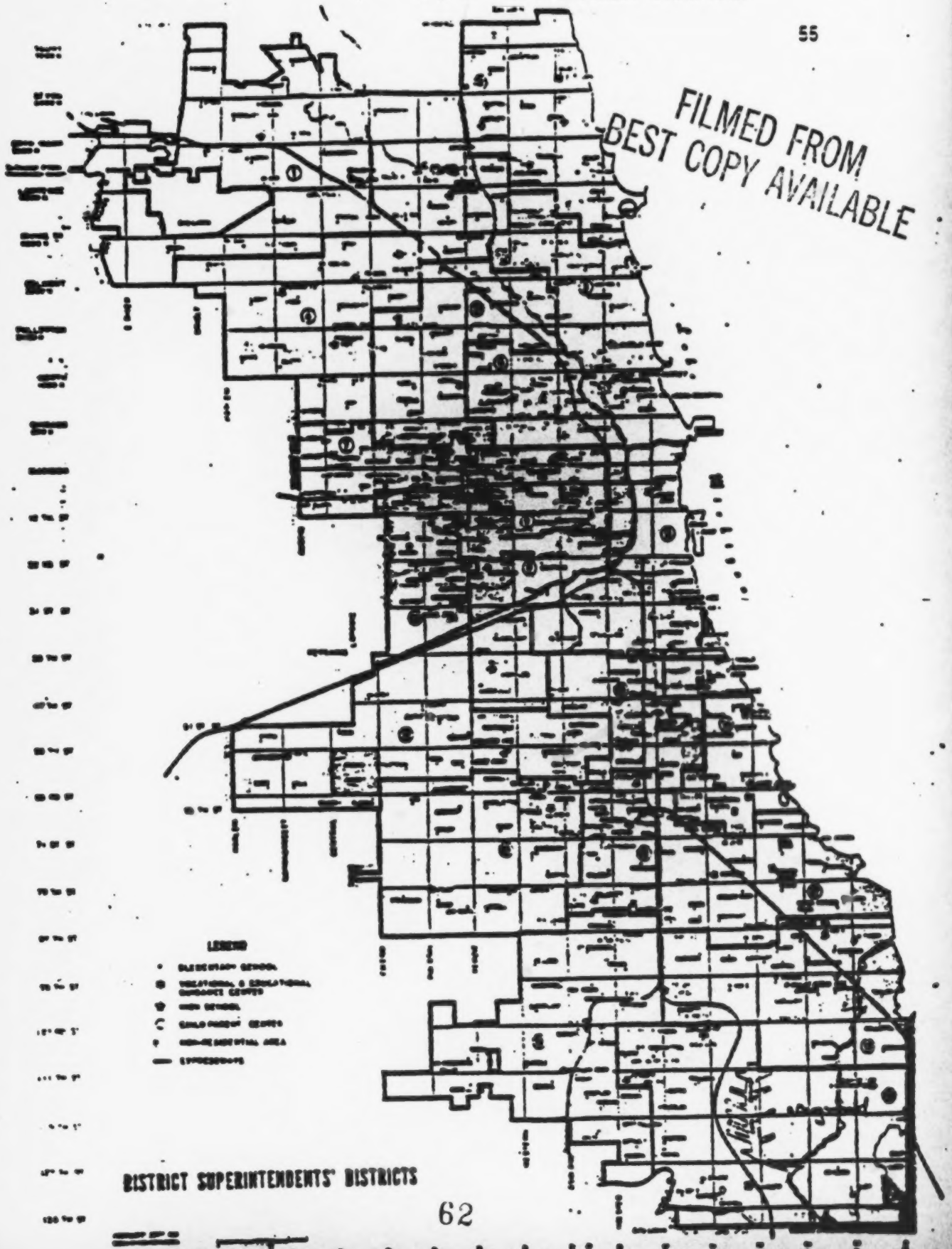
Smith, K. The Home as Learning Center: The Family as Educator. Contemporary Education, Winter 1984, 55 (2).

Strom, R. The Home-School Partnership. The Clearing House, March 1984, 57.

APPENDIX A

Map of Fremont School Districts

FILMED FROM BEST COPY AVAILABLE



DISTRICT SUPERINTENDENTS' DISTRICTS

APPENDIX B

Attendance Referral Form

SPECIAL ATTENDANCE REFERRAL CARD

STUDENT'S NAME _____ ROOM _____ GRADE _____

ADDRESS _____ HOME PHONE _____ EMERGENCY PHONE _____

CODED I.D. _____ DATE OF REFERRAL _____ DATES OF DAYS ABSENT _____

TOTAL DAYS ABSENT TO DATE _____ NUMBER/KIND OF PREVIOUS CONTACT IF ANY:

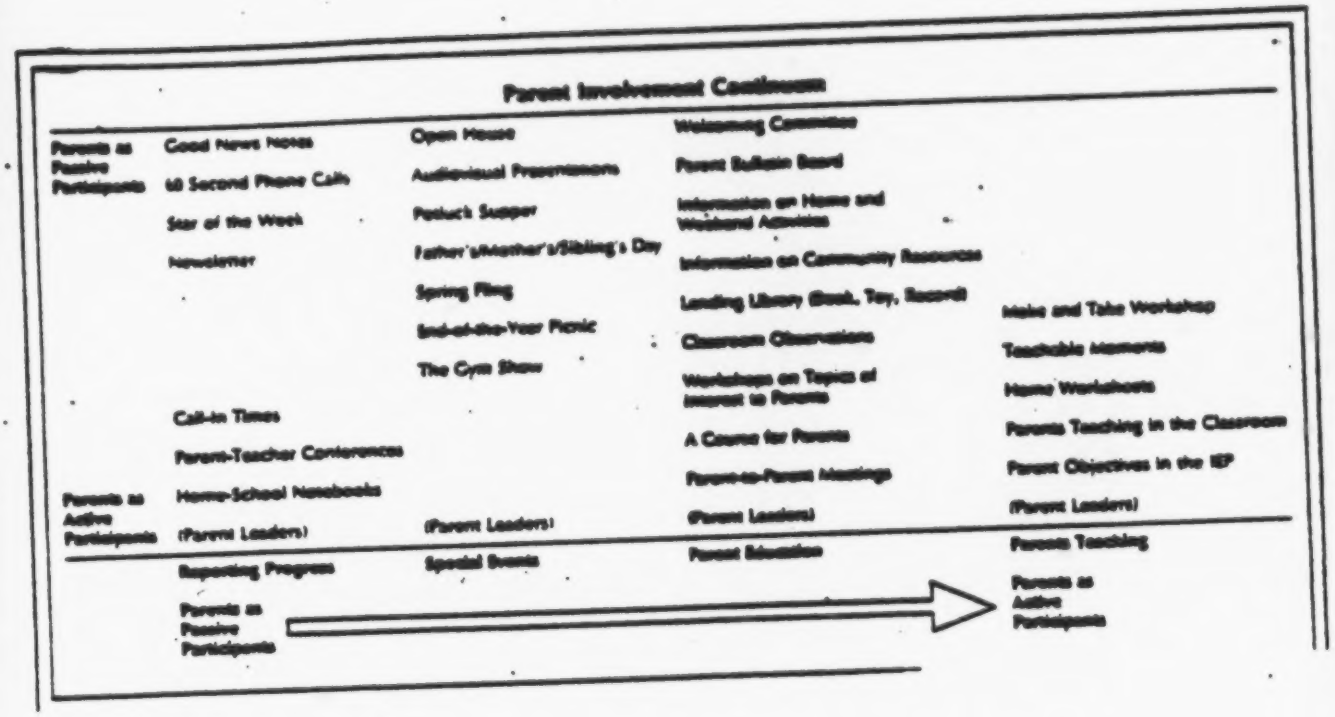
WRITTEN _____ PHONE _____ IN PERSON _____

MOTHER'S NAME _____ TEACHER'S SIGNATURE _____

THIS CARD IS TO BE USED ONLY FOR STUDENTS INVOLVED IN THE SPECIAL ATTENDANCE PROJECT.
JG/09/84

APPENDIX C

Parent Involvement Continuum
(Cervone and O'Leary)



BEST COPY AVAILABLE

DAILY ATTENDANCE RECORD

Grade / Division _____ Room _____

TOTAL DAYS MEMBERSHIP (COL 4B)	TOTAL DAYS ATTENDANCE (COL 4C)	TOTAL DAYS ABSENCE (COL 4D)	
			39
			40
			41
			42
			43
			44
			45
			46
			47
			48
			49
			50
			51
			52
			53
			54
			55
			56
			57
			58
			59
			60
			61
			62
			63
			64
			65
			66
			67
			68
			69
			70
			71
			72
			73
			74
			75
			76
			65 TOTALS

MEMORIAL DAY

NAME — LAST

BEST COPY AVAILABLE

APPENDIX E

PARENT CONFERENCE ACTIVITY FORM (DAILY)

Date of Contact	Name of Child	Name of Person contacted (Relationship)	Kind of contact: home visit, telephone, written	Reason for contact	Results, if any

APPENDIX-F

CHILD-PARENT CENTER ADAPTION/EXPANSION
PARENT VOLUNTEER

SCHOOL YEAR _____ – _____

BOARD OF EDUCATION CENTER _____

AGE CYCLE _____

NAME _____

ADDRESS _____

TELEPHONE _____

DAYS AVAILABLE: (Circle)
S M T W Th F S

WHEN: (Circle)
AM PM EVG.

STATUS: (Circle)
At Home Working Student Training

COMMENTS: _____

INTERESTS: O Preferred
✓ Possible
X Would like to learn

___Play musical instrument	___Carpentry
___Dance	___Cook & bake
___Type	___Knit
___Paint	___Indoor games
___Sew	___Help with meals
___Crochet	___Help with health
___Out-of-door games	___Shop for supplies
___Help in classroom	___Small jobs at home
___Help on trips & parties	___Other _____
___Collect clothes for play	_____
___Sing	_____
___Read & tell stories	_____

INTERVIEW DATE: _____

COMMENTS: _____

NAME _____ SCHOOL YEAR _____ – _____ GRAND TOTAL _____

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8
11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18
21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27 28
TOTAL	31 TOTAL	TOTAL	31 TOTAL
JANUARY	**FEBRUARY**	**MARCH**	**APRIL**
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8
11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18
21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27 28 29	21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27 28
31 TOTAL	TOTAL	31 TOTAL	TOTAL
MAY	**JUNE**	**JULY**	**AUGUST**
1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8 9 10	1 2 3 4 5 6 7 8
11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18 19 20	11 12 13 14 15 16 17 18
21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27 28 29 30	21 22 23 24 25 26 27 28
31 TOTAL	TOTAL	31 TOTAL	31 TOTAL

BEST COPY AVAILABLE

APPENDIX G

Workshop Evaluation Form

APPENDIX G

CPCX PARENT MEETING WORKSHOP EVALUATION

(Circle One)

1. I feel that this workshop accomplished--

1	2	3	4	5	6
Very little		Something		A lot	

2. The ideas and activities presented were--

1	2	3	4	5	6
Little value		Some value		Great value	

3. It helped me to obtain a better understanding and relationship with my child's school.

1	2	3	4	5	6
Little value		Some value		Great value	

Comments

Date:

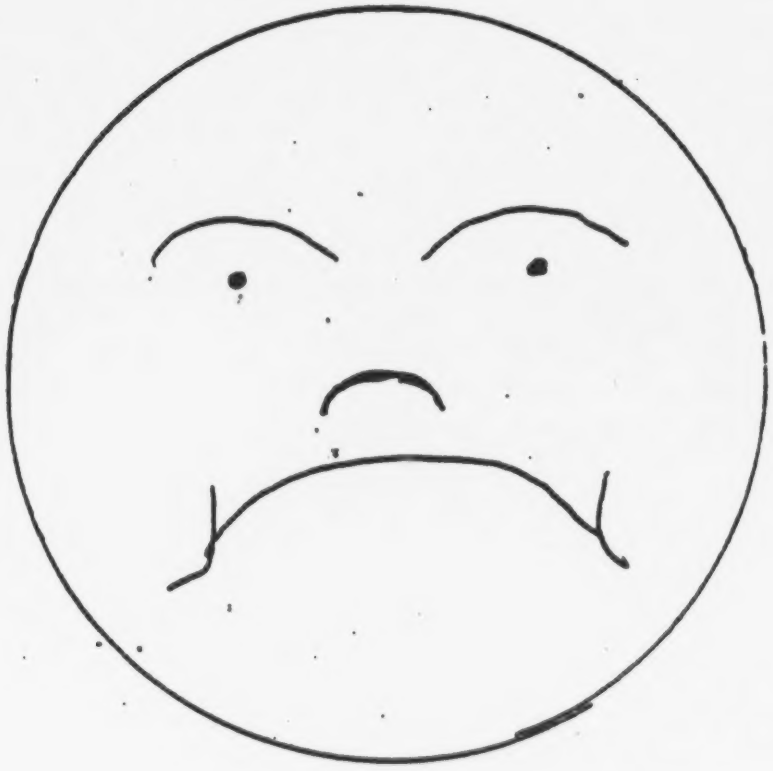
APPENDIX H

PARENT SURVEY

QUESTIONS	YES	NO
1. Does your child like school?		
2. Do you visit your child's Teacher?		
3. Do you feel the school is meeting your child's educational needs?		
4. Do you notify the school immediately if your child must be absent from school?		
5. Do you require a time during the afternoon or evening for your child to do homework?		
6. Do you volunteer in your child's classroom or any where else in the school?		
7. Do you attend the parent meetings/workshops?		
8. Do you communicate well with your child's teacher and or/other school personnel?		
9. Do you believe that it is important for the school personnel. and parents to work together in the educational process?		
10. Do you find the school newsletters keep you in touch with school activities?		
COMMENTS:		

APPENDIX I

CHILDREN'S ATTITUDINAL INSTRUMENT



APPENDIX J

Parent-Teacher Contract

DEPARTMENT GOVERNMENT FUNDED PROGRAMS
BUREAU EARLY CHILDHOOD PROGRAMS
CHILD PARENT CENTER ADAPTION/EXPANSION PROGRAM

73

PARENT'S NAME _____ ADDRESS _____ PHONE NUMBER _____

SCHOOL-HOME AGREEMENT

Child's Name _____

The Classroom Agreement

1. We agree to give this child the best education possible in this classroom.
2. We agree to try to do everything possible to provide the child with a happy and successful learning experience.
3. We agree to keep the parent informed of the child's progress and development in the classroom.
4. We will welcome visits by the parents to the classroom.
5. We agree to provide a meaninful and varied parent program.

The Parents' Agreement

1. I agree to send my child to school every day. Children must report at _____ a.m. to receive breakfast. Afternoon classes begin at _____ p.m.
2. I agree to notify the teacher when my child is going to be absent.
3. I agree to participate in the parent program at leat one-half day per week or whenever possible.
4. I agree to read all notes and to fill in any forms from the school and have them sent back to the school promptly.
5. I agree to have all physicals and innoculations completed in a timely manner.
6. I agree to do everything possible to cooperate with the classroom in assisting my child's growth and development.

WE AGREE TO WORK TOGETHER

Teacher's Signature _____ Parent's Signature _____ Date _____

This document is an agreement between the school and the parent to work together in helping the child achieve maximum educational growth.

Parent sings agreement in duplicate
1 copy - parent receives
1 copy - remains on file in classroom

JG
9/84

PARENT MEETING FLYER

Reminder!

Reminder!

Prizes!!!

Parents make the DIFFERENCE

Prizes!!

Prizes!!

Pre 2 Parent meeting
September 27, 1984
1:00 P.M
Parent Room

Let's Communicate

Be on time and get a prize

APPENDIX L

PARENT MEETING AGENDA

77

DANGERFIELD PRIMARY SCHOOL

PARENT MEETING

September 27, 1984

1:00 P.M.

"LET'S COMMUNICATE"

WELCOME.....	PRINCIPAL
INTRODUCTION.....	CURRICULUM-PARENT RESOURCE TEACHER
PARENTS CAN MAKE A DIFFERENCE.....	PRE-2 TEACHER
ATTENDANCE POLICY.....	TRUANT OFFICER
COMMUNICATION ACTIVITY.....	CURRICULUM-PARENT RESOURCE COORDINATOR
QUESTION AND ANSWER PERIOD.....	CURRICULUM-PARENT RESOURCE COORDINATOR
EVALUATION.....	CURRICULUM-PARENT RESOURCE TEACHER

APPENDIX M

ONE WAY - TWO WAY COMMUNICATION ACTIVITY

One-Way vs. Two-Way Communication

Purpose:

In an organization of people such as a small group, it is possible to have a free exchange of ideas and feelings. It is also possible (depending on the power structure, norms of the group and relative status of members) for communications to fall into a more formally structured pattern wherein all initiation of communication comes from the power center ("the top") to the rank and file and the only communication from "below" occurs in response to commands or requests from "above".

Materials:

1. Sets of dominos (enough to allow 6 dominos per pair of participants).
2. General instructions for sender and for receiver (enough to provide 1 copy of each to the participants).

Participants:

All.

Time:

2 hours.

Agenda:

ACTIVITY #1 -- Domino Game

The "Domino Game" is designed to allow participants to attempt, in a dyadic exercise, both ways of communicating and to compare the advantages and disadvantages of each.

In this "game", the members of the dyad are seated back-to-back. One member is given a set of dominos, the number of pieces shown on a drawing held by the second member of the dyad. The team attempts to arrange the dominos exactly as they are shown in the drawing by both the "one-way" and the "two-way" methods:

BEST COPY AVAILABLE

ONE-WAY -- The members are not allowed to look at each other for the duration of the exercise (in either "one-way" or "two-way").

In this version, the member with the drawing instructs the other member in the placement of the dominos. He asks no questions nor will he answer any. The member who is attempting to arrange the dominos is to remain silent throughout the exercise, neither asking questions nor giving feedback regarding difficulties he may encounter.

Each dyad is timed to determine how long the process takes under these conditions. The degree of completion is also recorded in each case. Then the members are asked to discuss the advantages and disadvantages of this approach -- both in terms of achievement and in terms of feelings. Some of the things which usually come out are:

ADVANTAGES	DISADVANTAGES
1. Speed.	1. Degree of accuracy usually poor.
2. "Receiver" can absolve himself of responsibility for failure because the onus is on the "sender" to communicate perfectly.	2. Degree of uncertainty, discomfort on part of sender usually high because he doesn't know how (or what) receiver is doing.
3. "Sender" receives no "static" from "receiver" who can't question or in any other way challenge the "sender".	3. Receiver uncomfortable usually because he doesn't always completely understand what sender means by what he says and would like to have an opportunity to "check it out".

TWO-WAY -- Same situation, only this time the receiver may ask questions to clarify his understanding of the message. Again, get the participants' reactions to this process. Among more common responses are:

ADVANTAGES	DISADVANTAGES
1. Greater accuracy in the receiver's performance.	1. More time required.
	2. Receiver now shares the responsiblity

BEST COPY AVAILABLE

cont.

ADVANTAGES	DISADVANTAGES
2. Receiver more comfortable with process because he can now question when he's uncertain of meaning.	for the outcome (this is not always perceived as a disadvantage).
3. Sender more comfortable in that he's getting feedback and has more opportunity to clarify his messages.	3. Sender open to questions and challenges which he may not like.

BEST COPY AVAILABLE

Dangerfield Primary
Pre 2 October News

Dear Parents,

Our first parent meeting was a success!! Remember, we need and want all of you to join us.

Prizes are given to the parents at every meeting PLUS your child gets a prize.

Keep the attached calendar so you'll know what's going on.

There will be two buses going to Waconda Farm. Make your reservations by Tuesday. Oct. 5, 1984.

Send your child to school every day. We have homework every day except Friday.

Parent conferences can be held any day from 8:30 - 9:00 A.M. Special arrangements can be made if necessary.

WANTED
Parents to--
mark papers
change bulletin boards
help make costumes
make curtains

Thank you

Help your child with....
the Dolch list
consonant Blends
Long and short vowel sounds

Mrs Hayes
Teachers
Dr. E Fisher
Approved - Princip

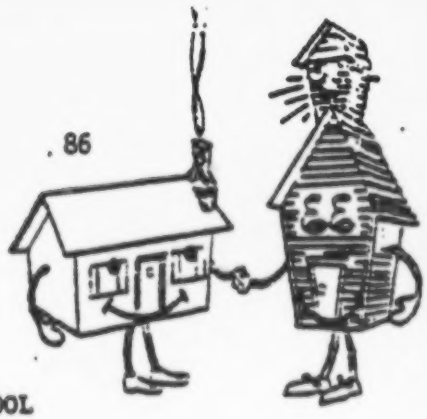
DANGERFIELD PRIMARY 2 CLASS

OCTOBER SCHEDULE OF ACTIVITIES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	2	3	4 PARENT MEETING 9:30 A.M. PARENT ROOM	5
8 COLUMBUS DAY	9	10 WACONDA FARM 9:00 A.M.	11	12
15	16	17	18 PARENT MEETING 1:00 P.M. PARENT ROOM	19
22	23	24	25 PARENT MEETING 10:30 A.M. PARENT ROOM	26
29	30	31 HALLOWEEN PARADE 1:00 P.M.		

APPENDIX O

PARENT MEETING AGENDA



DANGERFIELD PRIMARY SCHOOL

PARENT MEETING

October 4, 1984

9:30 A.M.

"DIMENSIONS OF COOPERATION"

WELCOME.....	CURRICULUM-PARENT RESOURCE TEACHER
PRE-2 OBJECTIVES 84-85.....	CLASSROOM TEACHER
COOPERATION ACTIVITY.....	CURRICULUM-PARENT RESOURCE COORDINATOR
QUESTION AND ANSWER PERIOD.....	CURRICULUM-PARENT RESOURCE COORDINATOR
PARENT SURVEY.....	CURRICULUM-PARENT RESOURCE TEACHER
EVALUATION.....	CURRICULUM-PARENT RESOURCE COORDINATOR

APPENDIX P

DIMENSION OF COOPERATION ACTIVITY

88

AN EXPERIMENT IN COOPERATION: COOPERATION SQUARES GAME

Purpose

To become more sensitive to how one's behavior may help or hinder joint problem solving.

Setting

The exercise can be used by students in the upper-elementary grades or above and takes about 45 minutes.

Procedure

1. Before class, prepare a set of squares and an instruction sheet for each five students. (See sheets A and B.)
2. Divide the class into groups of five and seat each group at a table equipped with a set of envelopes and an instruction sheet.
3. Ask that the envelopes be opened only on signal.
4. Begin the exercise by asking what cooperation means. List on the board the requirements for cooperation. Example:
   Everyone has to understand the problem.
   Everyone needs to believe that he can help.
   Instructions need to be clear.
   Everyone needs to think of the other person as well as himself.
5. Describe the experiment as a puzzle that can only be solved with cooperation. Read the instruction aloud, point out that each table has a reference copy, then give the signal to open the envelopes.
6. When all or most of the groups have finished, call time and discuss the experience.

©1970 by NTL Institute. May be photographically reproduced for educational uses only. Not for resale.

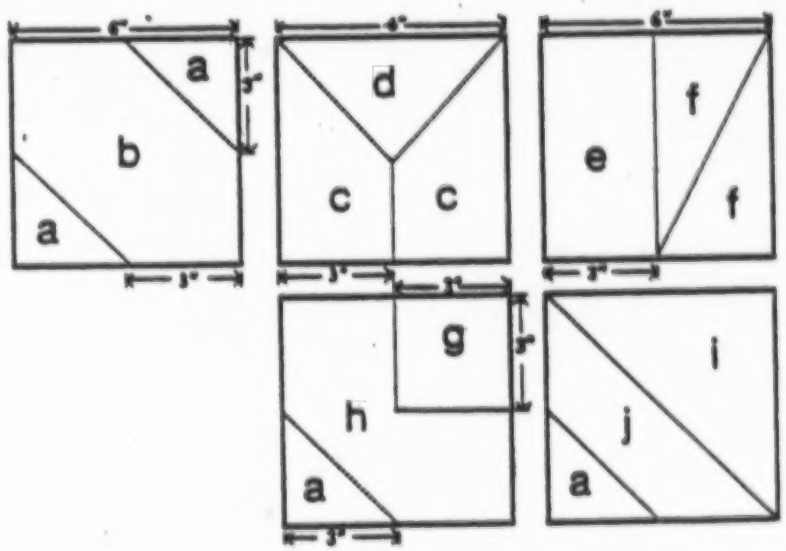
AN EXPERIMENT IN COOPERATION A

A puzzle set consists of five envelopes containing pieces of stiff paper cut into patterns that will form 6" x 6" squares, as shown in the diagram. Several individual combinations will be possible but only one total combination. Cut each square into the parts a through j and lightly pencil in the letters. Then mark the envelopes A through E and distribute the pieces thus:

Envelope A—i, h, a
B—a, a, a, c
C—a, j
D—d, f
E—g, h, f, c

Erase the small letters and write instead the envelope letter A through E, so that the pieces can be easily returned for reuse.

By using multiples of three inches, several combinations will form one or two squares. Only one combination will form five 6" x 6" squares.



©1970 by NTL Institute. May be photographically reproduced for educational uses only. Not for resale.

AN EXPERIMENT IN COOPERATION B 90

Instruction Sheet

Each person should have an envelope containing pieces for forming squares. At the signal, the task of the group is to form five squares of equal size. The task is not complete until everyone has before him a perfect square and all the squares are of the same size.

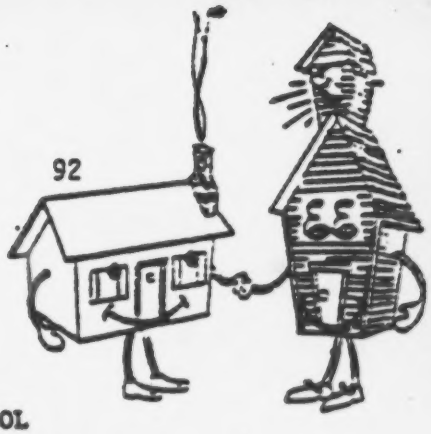
These are the rules:

1. No member may speak.
2. No member may ask for a card or in any way signal that he wants one.
3. Members may give cards to others.

©1970 by NTL Institute. May be photographically reproduced for educational uses only. Not for resale.

APPENDIX Q

PARENT MEETING AGENDA



DANGERFIELD PRIMARY SCHOOL

HOMEWORK ACTIVITIES, PART I

October 18, 1984

1:00 P.M.

WELCOME	PRINCIPAL
PURPOSE OF WORKSHOP	CURRICULUM-PARENT RESOURCE TEACHER
DISTRIBUTION OF MATERIALS	CURRICULUM-PARENT RESOURCE COORDINATOR
ACTIVITY ONE—"WORD ATTACK"	PRE-2 TEACHER
ACTIVITY TWO—"CLASSIFYING"	PRE-2 TEACHER
QUESTION AND ANSWER PERIOD	CURRICULUM-PARENT RESOURCE COORDINATOR
EVALUATION	CURRICULUM-PARENT RESOURCE TEACHER

APPENDIX R

HOMEWORK ACTIVITIES, PART I 94

ACTIVITY ONE

Skills - Word attack, short vowel sound

Materials - Old magazines, Oaktag, ruler, magic markers, rulers, paste

Activity - 1. Review short vowel sound heard in such words as apple, elephant, indian, octopus, and umbrella. Make five different vowel charts for each vowel. Collect pictures from old magazines and newspapers and paste them onto the correct vowel card. Sample: apple-bat-hand; elephant-bell-red; indian-bill-wig; octopus-pop-pot; umbrella-puppy-hut.

2. Parent should make a list of many short vowel words. He then should give a short vowel sound and say three of those words. Two of the words should have that sound; one word should contain a different vowel sound. Child must tell which word does not have the same vowel sound as the two others.

3. Parent should write the five vowels-a, e, i, o, u-at the top of a paper. Child should number paper from 1-10 below these vowels. He must then listen to the words given by parent and write only the vowel he hears in each word.

Alternative - Cut pictures of long vowel sounds and follow above procedures.

ACTIVITY TWO

Skills - Parts of Speech, Handwriting, Sentences, Fine Motor, Visual Motor.

Materials - Three envelopes, three different colors of construction paper, felt tip pen, old readers.

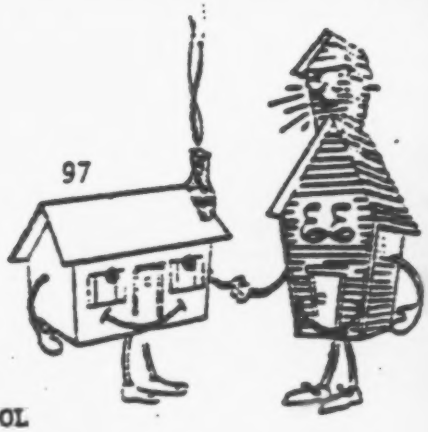
Activity - Write Who, What, and Where, separately on three envelopes. Cut the construction paper into squares or rectangles that are the right size to fit in the envelopes. Take sentences from children's readers and divide each sentence into its subject (who), verb (what), and object (where). Write these words on the colored cards, placing all the Whos on one color, the Wheres on a different color, etc. Then put the cards into their appropriate envelopes. For example, suppose the sentence in the reader says "The cat went home." The cat would be written on a card that was the color you had chosen for Whos. Went would be on a What card, and home would be on a Where card. All would be in their appropriate envelopes.

This is an activity to get children involved in writing and discovering sentence formation. The child draws one strip from each of three envelopes and arranges them into a sentence in front of him. He then may read and/or write the sentence.

WHO	WHAT	WHERE
The cat	went	home

APPENDIX S

PARENT MEETING AGENDA



DANGERFIELD PRIMARY SCHOOL

HOMEWORK ACTIVITIES, PART II

October 25, 1984

10:30 A.M.

WELCOME	PRINCIPAL
REVIEW OF REACTIONS TO PREVIOUS WORKSHOPS	CURRICULUM-PARENT RESOURCE COORDINATOR
DISTRIBUTION OF TEACHING MATERIALS	CURRICULUM-PARENT RESOURCE COORDINATOR
ACTIVITY THREE - "NUMBERS SKILLS"	PRE-2 TEACHER
ACTIVITY FOUR - "WORD BUILDING"	PRE-2 TEACHER
QUESTION AND ANSWER PERIOD	CURRICULUM-PARENT RESOURCE COORDINATOR
EVALUATION	CURRICULUM-PARENT RESOURCE COORDINATOR

ACTIVITY THREE

NUMBER DISC BOARD

Skills - Numbers and Numeration, Counting, Addition, Subtraction, Multiplication, Division, Fine Motor, Visual Motor.

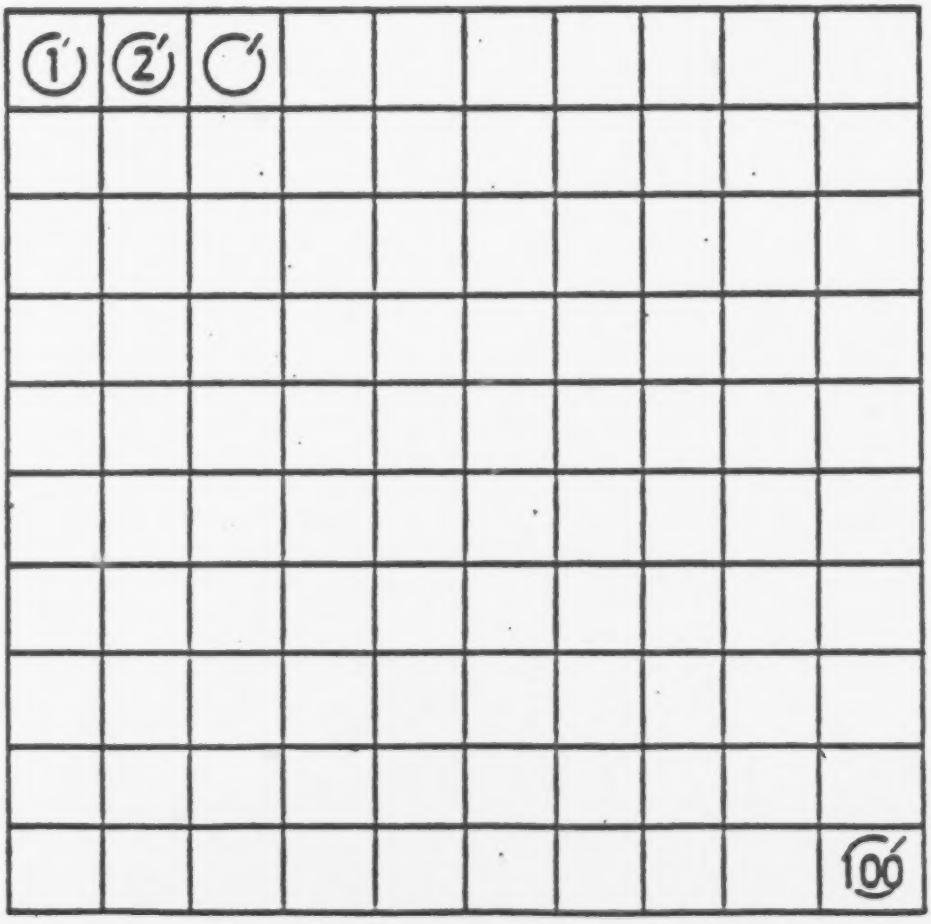
Materials - Poster board, hole puncher, magic marker, and curtain hooks.

Directions - Mark the posterboard with ten squares to a side as in the diagram. If poster board is being used, insert a curtain hook through the center of each hole in such a manner that small discs can be hung on them when the grid board is standing upright or in a vertical position leaning against a chair. Number discs can be made by cutting small circles of oaktag. Each disc will have to have a small hole in it such that it can be hung on the hook in the grid. A total of 100 discs will be needed. The discs should be numbered from 1 to 100.

1. The child can place the tags on the boards in the proper sequence for number (counting) practice.
2. With all discs in place on the board, twenty-five or thirty can be removed randomly. These may then be mixed into a pile and the child's task is to replace them in their appropriate position.
3. This board can be used for a variety of math operations. For example, the parent calls out 2 X 2 and the child retrieves disc number four as the answer.

4. With all discs in place have the child remove all even (or odd) numbered discs. Or the child may remove all discs that are multiples of a certain number or all discs that can be divided by a certain number.
5. Number disc boards are also useful for practice on counting by 10's or 5's, etc.

NUMBER DISC BOARD



ACTIVITY FOUR

Skills - Word Attack

Materials - Oak tag, felt marker, Dolch list.

Activity

1. Parent and/or child should write the following list words on flashcards. Child should be able to read these words within two seconds when parent flashes them to him.

after	every	him	of	stop	when
again	fly	his	old	take	
an	from	how	once	thank	
any	give	just	open	them	
as	giving	know	over	then	
ask	had	let	put	think	
by	has	live	round	walk	
could	her	may	some	were	

2. Mix up the flashcards made in suggestion one. Place them face down on table. Child sould flip over any card quickly. If he says the word within two seconds he may pick it up and keep it (scores one point). Otherwise, he must turn it back over and subtract one point. Continue until all cards have been picked.

APPENDIX U

NOVEMBER PARENT NEWSLETTER AND CALENDAR

Dangerfield Primary
Pre 2 November News 103

Dear Parents,

Congratulations!! Misses Jay. Knox, Betts, and Toughy won prizes for great costumes in the Halloween parade.

Thanks for volunteering. Keep up the good work.

Don't miss our November meetings. They are very important!!!

We expect to see all of you report card pickup day. Keep the attached calendar so you won't forget.

Our pre-2 class received a banner for good attendance in the month of October.

The children are doing nicely in their work. We are getting 100% return for home work

Mrs King. the librarian is registering our class for library cards. Check your calendar.

WANTED
Volunteers
for
Tutor Training
Hostesses for
report card day

Thank you

Help your child with
Classifying
Sequencing
Review numbers 1-100
vowel sounds

Teacher

Approved - Principal

DANGERFIELD PRIMARY 2 CLASS

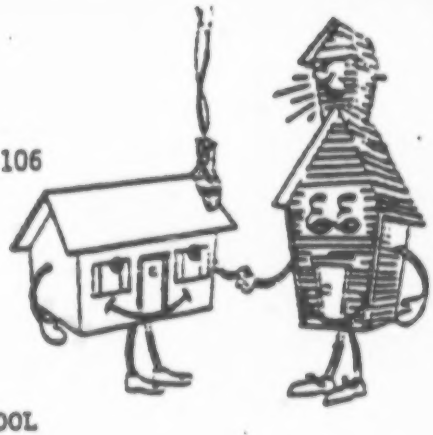
NOVEMBER SCHEDULE OF ACTIVITIES

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
			1	2
5	6 ELECTION DAY	7	8 PARENT MEETING 1:00 P.M. PARENT ROOM	9
12 VETERANS DAY	13	14 REPORT CARD PICKUP DAY	15	16
19	20 PARENT MEETING 10:30 A.M. PARENT ROOM	21	22 THANKSGIVING	23 HOLIDAY
26	27	28	29	30

APPENDIX V

PARENT MEETING AGENDA

106



DANGERFIELD PRIMARY SCHOOL

PARENT MEETING

NOVEMBER 8, 1984

1:00 P.M.

GREETINGS.....PRINCIPAL

INTRODUCTION OF RESOURCE PERSONNEL.....CURRICULUM-PARENT RESOURCE COORDINATOR

ROLE OF GUIDANCE COUNSELOR.....GUIDANCE COUNSELOR

- GED PROGRAMS
- FINANCIAL AID (SCHOOL)
- APPLICATIONS
- IOWA TEST OF BASIC SKILLS

DEPARTMENT OF HUMAN SERVICES PROGRAMS.....DISTRICT SOCIAL WORKER

- EMERGENCY TELEPHONE NUMBERS
- FOOD STAMP PROGRAM (NEW RULES)
- CLOTHING BANKS

GENERAL MEDICAL CARE.....SCHOOL NURSE

- IMMUNIZATION
- DENTAL CARE
- EYE CARE

QUESTION AND ANSWER PERIOD.....CURRICULUM-PARENT RESOURCE TEACHER

APPENDIX W

PARENT MEETING AGENDA

DANGERFIELD PRIMARY SCHOOL

PARENT MEETING

NOVEMBER 20, 1984

10:30 A.M.

WELCOME	PRINCIPAL
PRE 2 REPORT	CLASSROOM TEACHER
PRACTICUM EXPERIENCE OBSERVATIONS	SCHOOL COMMUNITY REPRESENTATIVE
	TRUANT OFFICER
	CURRICULUM-PARENT RESOURCE TEACHER
	CURRICULUM-PARENT RESOURCE COORDINATOR
PARENT FEEDBACK	PRINCIPAL
PARENT CONTACT	CLASSROOM TEACHER
EVALUATION	CURRICULUM-PARENT RESOURCE COORDINATOR

"END OF DOCUMENT"